

## Teachers' Perceptions of Gender Discrimination on Elementary School Coursebooks

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### Abstract

*Problem Statement:* Coursebooks have great impacts on students' sexist attitudes in the years to come. Texts and pictures are carved into students' minds and in this way students' behaviour is shaped. The coursebooks can help to create a more egalitarian social structure and can serve to combat sexism; on the other hand, they can serve to uphold existing sexist patterns and reproduce new ones. In that sense, it can be said that contents in the coursebooks serve to maintain and reproduce sexist attitudes and patriarchy.

*Purpose of Study:* The purpose of this study is to determine whether the pictures in the primary school coursebooks are suitable for gender equality; moreover this study aims to show whether there is gender discrimination in the coursebooks and in the educational environment from the perception of the teachers.

*Methods:* This study is descriptive and data has been collected through content analysis and survey study. In the first section, all first five years of primary education coursebooks were examined in terms of the pictures, with their main and secondary characters, in terms of the company of all individuals, and in terms of the activities in which they are involved concerning gender. In the second section of the study, the survey was applied to the teachers of primary school in order to learn their perceptions on the gender equality of the educational environment.

*Findings and Results:* Pictures were found in the textbooks, which could cause extensive sexism. Boys are depicted alone and dealing with managerial jobs while girls are mostly portrayed with their mothers and dealing with the housework. It was found that both male and female teachers perceive sexism in the social structure. However, there are

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significant differences between the perceptions of male and female teachers.

*Conclusions and Recommendations:* In the primary schools the coursebooks were found to have gender inequality. Boys are mostly indicated alone in public places, with the outdoors and being away from home representing personality traits such as independence, autonomy, self-reliance, and courage. It was also determined that the young teachers are more sensitive to sexism. The Ministry of National Education should revise the coursebooks and correct the text and images.

*Keywords:* Gender discrimination, educational policy, educational inequality, textbooks, elementary schools

Coursebooks are the main sources for the maintenance of education. The teacher makes use of the coursebooks, which are designed in accordance with the curriculum to educate students at suitable levels and ages. Moreover, coursebooks characteristically assist and guide the students as well as the teachers (Fridkin & Kenney, 2007). In the education process coursebooks together with their supplementary or activity books, are after their teachers, of prime importance for the students, and serve to guide and reinforce the students. Their relevance for the educational institutions cannot be overlooked because they make up the most important component of the education process, which helps the educational institutions to fulfill their role of social integration. In this respect, coursebooks are of critical importance especially for the primary-level students whose characters and opinions regarding their future are shaped at this stage (Woods, Jeffrey, Tromen & Boyle, 1992).

The coursebooks can help to create a more egalitarian social structure and can serve to combat sexism; on the other hand, they can serve to uphold existing sexist patterns and reproduce new ones (Hibbard & Buhrmester, 1998; Hooghe & Stolle, 2004). In this respect, the anti-sexist format of the coursebooks is significant. Numerous studies conducted on the coursebooks have revealed that they contain many expressions and pictures that reflect the unequal relations of men and women. In that sense, it can be said that contents in the coursebooks serve to maintain and reproduce **sexist attitudes and patriarchy**. Helvacioğlu (1996) has argued that each government has reflected its own ideology and the manner in which women are portrayed in the textbooks.

In educational institutions reflections of the sexist culture can be observed and also the dominant ideology maintains and reproduces itself; thus in the socialization process each reference done on sexism makes it look legitimate and reproduces it (Box-Steffensmeier, DeBeet & Lin, 2004). Each sexist value given to the primary level students, that continually renews itself, the social environment students live in, and the culture as well, indicates that the disparity and inequality between the genders **will continue and that the sexism will remain in that country's culture for many years to come** (MacGhail, 1994).

According to the research done by Helvacioğlu (1996) in the coursebooks it is the man who earns money and the woman does not have an income, and thus she has no power to purchase and make her own decisions. In coursebooks it is the man who distributes the chores and makes plans; in other words, he is the head of the family. Mother is the assistant of the father and her assistant is their daughter.

Severge (1998) and Benschopand & Doerward (1994) claim that according to the modeling concept, which is the keystone of the theory, during the socialization process children learn their gender roles and behaviors by taking as models their family members, their friends, pictures and expressions in books and television characters. According to the results of Severge's study (1998), in the judiciary context regarding gender mainstreaming, it is the boys who show independence, self-sufficiency, and personality traits such as staying on their own. According to the findings of the study, when the acts of male and female figures are compared in terms of frequency, inaction comes in first place for women and for men taking public action comes in first place. Women, in general, are in the 'following' position and they often deal with children. According to Bowe, Ball & Gold's study (1992), in the coursebooks house chores are done by women and the actions regarding the public are taken by men. While men are active outside of the home, women are active inside of the home. When it comes to labour division, women with their domestic roles and men with their roles in public life come to the forefront. Men deal with the house and with the children much less than the women do (Williams, 1993; Inandi, 2009). The domain of men is depicted as outside the home. According to an analysis, the relation between gender figures and their depiction as being at home or outdoors has been found meaningful. Girls mostly are shown at home or around the home while boys are shown outdoors (McDonalds, 1989). To see how sexism is reflected in the coursebooks is meaningful. Outdoors and being away from home represents such personality traits as independence, autonomy, self-reliance, and courage, which are all attributed to men. During the socialization process in the family the emancipation (independence) that is granted for boys is not granted for girls (Agbuga, 2011). Girls should stay in the secure environment of the home and should be protected.

From the results of Arslan's research (2000), it can be seen that sexist ideology, which is produced by social institutions and constitutes social gender, is given to our children systematically either explicitly or implicitly beginning from the first stages of their education through the coursebooks. Those sexist judgments taught to and adopted by our children are engraved in their senses and behavior as they grow and are passed from generation to generation.

Coursebooks are not the only sources that provide education and guidance during the education process of children. Even more important than that and possibly the most important are the teachers who determine, direct, and carry out education activities and who leave permanent marks on students by their words and by their deeds. That is why it is not just the coursebooks, but also teachers' perceptions, beliefs, and assumptions regarding sexism that play an important role in the reproduction of traditional sexism (Williams, Vernon & Malecha, 1982). The degree of their awareness regarding gender discrimination in their culture and their attitude to-

wards it affect teachers' communication, applications, and attitude in the class (Howel & Day, 2000; Connel, 2009; Aslan, 2010). Thus, apart from coursebooks it is crucial to measure teachers' perception of sexism in order to determine the reproduction of sexism in the education process because students, in addition to what they learn from the coursebooks, learn through experiencing and living in school.

According to Gök (1993), it is the social environment in which teachers are brought up that their socialization skills are formed and the education they receive prevents them mostly from determining traditional values. Studies show that teachers ignore, without questioning, whether their schools are male dominated, and thus are oblivious to the sexist attitudes and the conservative, even sexist, contents of the coursebooks. The fact that teachers do not notice and question sexism means that they have internalized it.

The Ministry of Education beginning from 2005-2006 academic year has restructured all elementary-level education programs. All coursebooks have been reprinted according to the new program and the teachers have gone through in-service training sessions concerning the implementation of the new program. In Turkey, gender equality has been granted by the constitution and related laws and the Ministry of Education is in charge of providing and maintaining gender equality (Duyan, 2004). Significant gender-related differences with the effects of learning were found in the literature (Hossaini and Tarmizi, 2012). This study aims to find out to what extent the Ministry of Education reflects this in the coursebooks. In other words, to what extent the new coursebooks, which have been created as a result of the Ministry of Education's education policies, consider gender equality. This study also aims to find out how the primary school teachers regard these newly-formed books in terms of their sexist contents.

## Method

### *Research Design*

This study used a mixed methodological approach. According to Creswell (2008), the mixed method approach to research involves collecting and analyzing both quantitative and qualitative data in a single study. The mixed study approach uses triangulation to reduce biases that might occur from using a single method of data collection.

In the qualitative part of this study, all the coursebooks in the first five years of primary education were examined in terms of the pictures, with their main and secondary characters, in terms of the company of all individuals, and in terms of the activities that involve gender. When the coursebooks are analyzed, the images of women, men, and children are examined according to:

- 1) The individuals that are depicted together and the relation of their genders.
- 2) The locations they are shown in and the relation of their genders.

- 3) Their deeds in the pictures and the relation of their genders.
- 4) The main and the secondary characters and the relation between their genders.

In the quantitative part of this study, the survey was applied to the primary school teachers. Teachers' perceptions of sexism in the coursebooks have been measured through survey technique and evaluated in five Likert scales. In order to enrich the quantitative study and obtain an in-depth perspective, the qualitative part was applied to the study. Perceptions of male and female teachers concerning sexism in the social structure, in the body of the Ministry of Education, in the school environment, in the class environment, and in the coursebooks have been evaluated.

#### *Sample*

The target population was the primary school teachers who are working in the Canakkale region. There were 241 teachers working in primary schools that were randomly chosen and a Likert-type scale has been applied. The researcher observed all primary coursebooks from the first to the eighth grade in Canakkale (Life Science Studies, Social Studies, Science Studies, Turkish Studies, Mathematics). The coursebooks were published and distributed to the primary schools by the Ministry of National Education.

#### *Research Instrument*

This study examined the gender inequity in the coursebooks. For this purpose, content analysis was employed, including the number of females and males by their relations and the number of students in the existing position by gender as well as the survey. The content analysis has been based on the framework of Helvacioğlu (1996). The researcher redesigned the framework for the content analysis in terms of the latest improvements in the study field (Fridkin & Kenney, 2007; Conney, 2009).

The survey was used to collect the data from the primary school teachers. The survey featured four dimensions of the gender discrimination: in the body of the Ministry of Education, in the school environment, in the class environment, and in the coursebooks.

*The validity and reliability of the research instrument.* The validity and reliability studies were done by the researcher. The experts assessed the survey and pilot study has been done in a primary school. The data and findings of the qualitative part of the study came from the content analysis. Each book was examined by at least two assistants and results were double-checked. The researcher analyzed the data and findings by carefully reading, rereading, and studying the research assistants' information.

The questionnaire consists of 40 items based on the dimensions previously mentioned. Results of the quantitative study exhibited factor loadings between 0.72 and 0.88. Reliability of the scales yielded an alpha of 0.90. Social structure indicators displayed factor loadings ranging between 0.81 and 0.88, and reliability of the scales of the body of Ministry of Education indicators yielded an alpha of 0.93. Factor

loadings for the school environment ranged from 0.74 and 0.90. A reliability analysis of these social environment indicators yielded an alpha of 0.93. The factor loadings for the class environment range from 0.68 to 0.88 and an alpha of 0.87. **Factor loadings for the coursebooks' indicators range between 0.65 and 0.80.** A reliability analysis of the coursebook indicators yielded an alpha of 0.85.

#### *Data Analyses*

In the first part of the study, the contents of the coursebooks were examined by the researcher. The researcher supervised the content analysis done by the research assistants. Each book was examined by at least two assistants and results were double-checked. The figures were examined in the first five years of primary education in terms of the pictures, with their main and secondary characters, in terms of the company of all individuals, and in terms of the activities involving gender.

In the quantitative part of the study, the statistics programme was used to analyze the quantitative data collected as part of the study. Descriptive statistics were utilized to analyze the demographic information collected. The test of homogeneity of variances was provided for parametric statistics. Then, an ANOVA and t-test were **applied to the data and the frequency tables were formed in the study.** Teachers' perceptions regarding sexism in the coursebooks have been evaluated with a five-point Likert scale, ranging from 'totally disagree' to 'completely agree'.

### Results

When seventeen coursebooks in the primary schools were examined, a great difference was found in the number of pictures showing men and women while there were 1,770 (43%) pictures of women, there were 2,326 (56%) pictures of men. So it can be seen that men are highlighted figures. This numerical difference is likely to give the students the message that men are more important and more dominant.

There is an expectation of having more women figures if the Ministry of Education aimed to pay attention to gender discrimination and to enable women to get more responsibilities in public. On this issue it can be said that the Ministry of Education either does this deliberately or it is an unintentional act resulting from the continuation of the existing dominant structure.

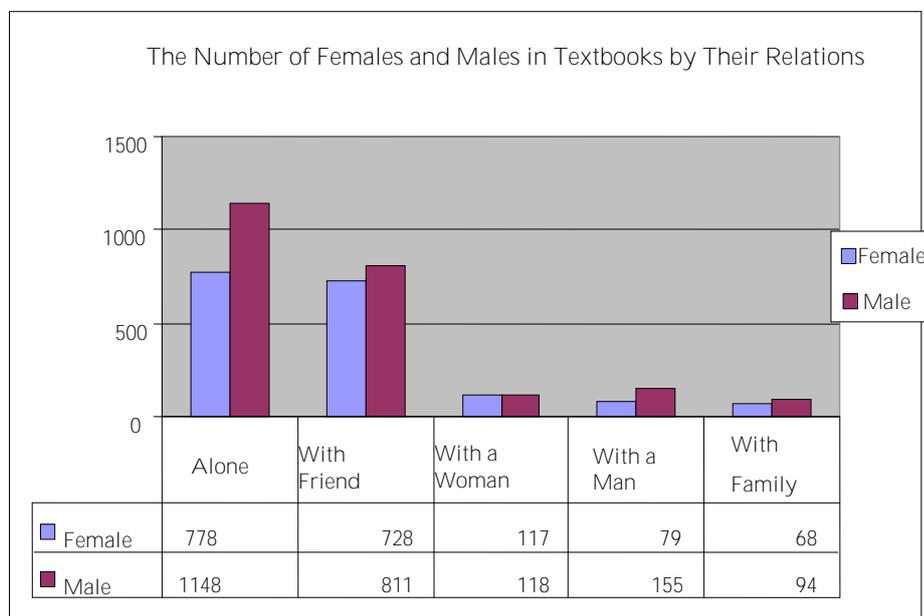


Figure 1: The number of females and males in textbooks by their relations

Reviewing the primary-level coursebooks, 4,096 pictures were found concerning the communication of men and women. In this study, students' relations have been examined in five categories. Children have been examined, according to their gender, alone, with their friends, with a woman, with a man, and with a family. In this study, interesting results were found regarding the number of boys and girls portrayed in the coursebooks. A total of 1,926 of the children have been portrayed alone. While the number of the girls pictured alone is 778 (50.40%), the number of the boys is 926 (59.60%). These findings give the message that boys are more competent to work alone than girls and that they have more self-confidence. The number of students depicted together with their friends is 1,539 of whom 728 (47%) are girls and 811 (53%) are boys. Again the number of boys is more than the girls. The number of boys and girls pictured with a woman are nearly the same: 117 girls and 118 boys. In total 234 students have been pictured together with a man. While the number of the girls portrayed with a man is 79 (33%), the number of the boys is 155 (67%), which shows that there has been an obvious discrimination between genders. Finally, 162 students have been portrayed in their family environment. Of these, the number of girls is 68 (42%) and the number of boys is 94 (58%), which is rather interesting (Figure 1).

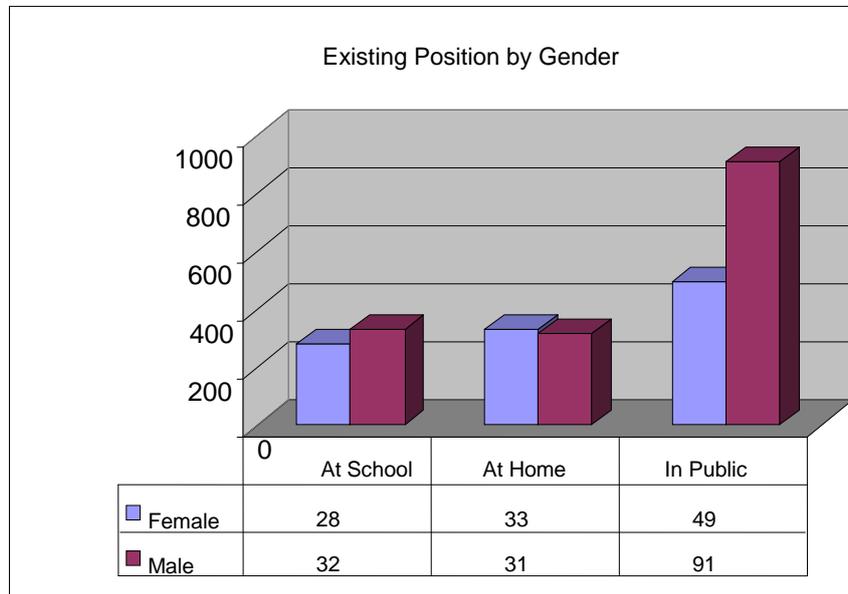


Figure 2: The number of students in the existing position by gender

In this section, the students have been examined, according to their gender, in terms of the places they have been and in terms of the differences if there are any. Students have been examined according to their pictures at home, at school, and in the public. First of all, 611 pictures were found showing students at school, of whom 283 (46%) are girls and 328 (54%) are boys. Thus, it can be concluded that boys are encouraged at the school more than the girls. Secondly, the pictures at home have been examined. Of the 649 pictures in total, 333 (52%) pictures are girls, and 316 (48%) pictures are boys. Although the number of girls sitting at home is more than the boys, it is very difficult to talk about the certainty of the message conveyed here. Finally, the portrayal of the students in public has been examined according to their gender. In total 1,409 pictures were found showing boys and girls in public. While 497 (35%) female students are pictured in public, 912 (65%) male students are pictured in public. This finding gives us the message that it is more appropriate for boys to be and to work in public (Figure II).

In the second part of the study, teachers' perceptions of gender discrimination in coursebooks according to their demographic features have been examined. Of the 241 primary school teachers responding to the survey, 136 (56.4%) are women and 105 (43.6%) are men.

When teachers taking part in the survey are grouped according to their ages, it is seen that teachers between 31-40 are in the majority. Of the teachers participating in the survey, 103 (42.7%) are between 31-40, 59 (24.5%) teachers are between 20-30, 50 (20.7%) are between 41-50, 24 (10%) teachers are between 51-60, and 5 (2.1%) teachers are above age 61.

When teachers surveyed are grouped according to their years of service, it is seen that 70 (29%) teachers are working between 6-10 years, 45 (18.7%) teachers are working between 1-5 years, 41(17%) teachers are working 26 years or more, 35 (14.5%) teachers are working between 16-20 years, 34 (14.1%) teachers are working 11-15 years, and 16 (6.6%) teachers are working 21-25 years.

T-test has been applied in order to see whether teachers' perceptions concerning sexism existing in the social structure vary according to their genders (Table IV).

Table 1

*T-Test Results Related with the Perceptions of Participants in terms of the Sexism in the Social Structure.*

Gender	N	M	SD	t	df	p
Woman	136	3,35	,99	4,414	239	,000
Man	105	2,84	,73			

After the t-test, which is done to compare the perceptions of teachers concerning sexism in the social structure, a significant difference is found between the male and female teachers ( $t=4,414$ ,  $p<.05$ ). The perception level of female teachers concerning social sexism ( $M=3.35$ ) is higher than that of male teachers ( $M=2.84$ ). Accordingly, the perceptions of male teachers concerning gender discrimination are rather low, **female teachers' perceptions on this issue are rather strong.**

Table 2

*T-Test Results Related with the Perceptions of Participants in Terms of the Gender Discrimination in the Body of National Education.*

Gender	N	M	SD	t	df	p
Woman	136	2,62	1,34	1,146	239	,253
Man	105	2,42	1,26			

After the t-test is conducted to see the perceptions of sexism within the body of the National Education Organization, no difference is distinguished between the male and female teachers in terms of their perceptions regarding sexism ( $t=1,146$ ,  $p>.05$ ). When we make a comment based on the mean, both male and female teachers think that there is moderate sexism in the practices of the national education system.

Table 3

*T-Test Results Related with the Perceptions of Male and Female Teachers in terms of the Gender Discrimination in the School Environment.*

Gender	N	M	SD	t	df	p
Woman	136	2,24	1,19	2,668	239	,011
Man	105	1,88	,87			

After the t-test is applied to compare the perceptions of male and female teachers concerning gender discrimination in the school environment, it is obvious that there is a significant discrepancy between perception level of the male and female teachers ( $t=2,668$ ,  $p<.05$ ). Accordingly, female teachers' perception levels of gender discrimination in the school environment ( $M=2.24$ ) are greater than those of male teachers ( $M=1.88$ ). Based on these results we can infer that as it is seen on the means, there is obvious gender discrimination in the school environment. The weird thing is that male teachers seem to perceive this more.

Table 4

*T-test Results Related to the Perceptions of Participants in Terms of the Gender Discrimination in Class Environment.*

Gender	N	M	SD	t	df	p
Woman	136	1,56	,51	-2,665	239	,006
Man	105	1,77	,67			

After the t-test, which was conducted to compare the perception level of male and female teachers regarding sexism in their classroom practices, a difference is found in terms of their perceptions ( $t = -2,665$ ,  $p<.05$ ). Accordingly, male teachers' perceptions about sexism in the classroom practices ( $M=1.77$ ) are higher than those of female teachers ( $M=1.56$ ).

Table 5

*ANOVA Results for the Teachers' Perception of Gender in terms of the Age Groups.*

Age Groups	N	M	SD	F	P
20-30	59	3,48	,79	5,383	,000
31-40	103	3,19	,88		
41-50	50	2,80	,99		
51-60	24	2,78	,87		
60 or more	5	2,63	1,19		
Total	241	3,13	,92		

Analysis of variance was applied in order to determine the difference between the teachers from various age groups concerning their perception levels of gender and a significant difference was found ( $F=5,383, p<.05$ ). To determine which groups are responsible for this difference, Tukey's multiple comparison has been applied, and results show that there is a difference between the age groups of 20-30 ( $M=3,48$ ) with 41-50 ( $M=2,80$ ), and also between the age groups of 20-30 ( $M=3,48$ ) with 51-60 ( $M=2,78$ ). According to these results as the age increases the perception level of gender significantly decreases.

Table 6

*ANOVA Results for the Teachers' Perceptions , in terms of the Age Groups in Classroom Environment*

Age Groups	N	M	SD	F	P
20-30	59	1,84	,66	3,167	,015
31-40	103	1,55	,51		
41-50	50	1,56	,48		
51-60	24	1,71	,75		
60 or more	5	2,01	,98		
Total	241	1,65	,59		

Variance analysis was applied to the teachers from various age groups in order to determine the difference in terms of their perception level concerning gender in their classroom practices and as a result a statistically significant difference has been found between the teachers ( $F=3,167, p<.05$ ). To determine which groups are responsible for this difference, Tukey's multiple comparison was applied, and a difference is defined between the age groups of 20-30 ( $M=1.84$ ) with 31-40 ( $M=1.55$ ). According to these results, as the age increases, the level of perception about sexism in the classroom practices decreases.

Table 7

*ANOVA Results for the Teachers' perceptions, in terms of the Age Groups in Coursebooks.*

Age Groups	N	M	SD	F	P
20-30	59	2,72	,63	2,856	,024
31-40	103	2,65	,66		
41-50	50	2,40	,76		
51-60	24	2,29	,72		
60or more	5	2,70	,98		
Total	241	2,58	,70		

As a result of the variance analysis conducted to determine the difference among the teachers, from different age groups, in terms of their perception level regarding sexism in coursebooks, a statistical discrepancy was found ( $F=2,856$ ,  $p<.05$ ). In order to determine those groups responsible for this difference, Tukey's multiple comparison has been applied and there is difference between the teachers 20-30 years old ( $M=2,72$ ) and 41-50 years old ( $M=2,40$ ); between the teachers 20-30 years old ( $M=2,72$ ) and 51-60 years old ( $M=2,20$ ); between the teachers 31-40 years old ( $M=2,65$ ) and 41-50 years old ( $M=2,40$ ); between the teachers 31-40 years old ( $M=2,65$ ) and 51-60 years old ( $M=2,20$ ).

Table 8

*ANOVA Results for the Teachers' perceptions of Gender in terms of the Number of Service Years.*

Service Years	N	M	SD	F	P
1-5 years	45	3,46	,80	4,933	,000
6-10 years	70	3,31	,77		
11-15 years	34	3,26	1,09		
16-20 years	35	2,86	,98		
21-25 years	16	2,60	,81		
26 or more	41	2,79	,92		
Total	241	3,13	,92		

As a result of the variance analysis conducted to determine the difference between the teachers with varying years of service in terms of their perception regarding gender, it was found that there is a significant statistical difference ( $F=4,933$ ,  $p<.05$ ). To determine which groups cause this difference, Tukey's multiple comparison has been applied and as result it was found that there is a difference between the teachers with 1-5 service years ( $M=3,46$ ) and 16-20 service years ( $M=2,86$ ); between the teachers with 1-5 years of service ( $M=3,46$ ) and 26 or more service years ( $M=3,13$ ); between the teachers with 6-10 years of service ( $M=3,31$ ) and 21-25 years of service ( $M=2,60$ ); between the teachers with 6-10 years of service ( $M=3,31$ ) and 26 or more service years ( $M=3,13$ ). As the service years increase, perception level regarding gender decreases.

Table 9

*ANOVA Results for the Teachers' perception with Number of Service Years, in terms of the classroom environment.*

Service Years	N	M	SD	F	P
1-5 years	45	1,86	,65	2,259	,049
6-10 years	70	1,66	,56		
11-15 years	34	1,58	,54		
16-20 years	35	1,43	,49		
21-25 years	16	1,67	,60		
26 or more	41	1,63	,65		
Total	241	1,65	,59		

As a result of the variance analysis conducted to determine the difference between the teachers with varying years of service in terms of their perception regarding gender in their classroom practices, it has been found that there is a significant statistical difference ( $F=2,259, p<.05$ ). In order to determine which groups cause this difference, **Tukey's multiple comparison has been applied and as a result a difference was found between teachers with 1-5 years of service ( $M=1,86$ ) and 16-20 years of service ( $M=1,43$ ).** As the service years increase, sexist practices in the classroom environment decrease.

### Discussion and Conclusion

Coursebooks, which are examined in terms of the pictures and texts that they contain, have been found to display more male figures than female figures. Only in two coursebooks are there more female figures than male, which indicates that there might be gender discrimination in coursebooks.

While the girls are portrayed more at home or in school in proportion to boys, boys are shown more in public life in proportion to girls. According to Swann (2003) school books are discriminatory in that there is an unjustifiable imbalance in the way women and men, and girls and boys are presented. So this creates the image that the boys are trained to take part in public life and the girls are prepared to be at home and do the housework. The reason girls are less interested than the boys in areas like math and science can be attributed to these types of images since it appears that the expected position for women is housewife rather than being active in public life.

In proportion to girls, more boys are portrayed alone or in stand-alone activities; on the other hand, girls are usually portrayed at home with a woman or in public

and school with other kids. Singh (1998) found out similar results in his research. His research has shown that not only are girls portrayed less often than boys in children's books, but also both genders are frequently presented in stereotypical terms. In this way, boys are shown to be more competent than girls in terms of self-sufficiency. This contributes to the development of self-confidence in boys while it may result in a lack of self-confidence in girls.

The rate of girls depicted with a woman is higher than that of boys while the rate of boys pictured with a man is higher than that of girls. Gender-based domestic dialogue has reflected on the images in this way. Through pictures and texts the **responsibility for being a 'mother' as well as their domestic roles and duties have been emphasized for girls.** On the other hand, for the boys, through the **'father' figure,** features like working outside, bearing the responsibility of a job, economic freedom, and power have been emphasized.

In the coursebooks it is mostly the women portrayed to undertake the responsibility of cooking, cleaning or taking care of **children, which affects girls' roles and responsibilities,** and also career choices in the years to come. Thus, expectations are shaped by men concerning the role of women in the years to come. Babies either are always shown in the arms of their mother or pictured being cared for by their mothers. On this issue, the responsibility seems to be given to the mother completely. **Arıkan (2005) states that Such values, then, may turn into stereotypical thinking of students towards others in society,** inevitably building onto the malpractices such as hatred, intolerance, or belittling of others, resulting in the erosion in societal peace and solidarity.

Expressions and objects reflecting the perception that man is the chief of the family are still dominant. In the coursebooks domestic jobs or jobs suitable for their domestic roles are recommended to the girls (Hargreaves, 1994). According to the findings of the study, female teachers perceive and accept the sexism in the social structure more than the male teachers. Female teachers, compared to male teachers, are of the opinion that there is gender discrimination. Both male and female participants are of the opinion that there is moderate sexism in the applications and programs of national education. All are of the opinion that men have more advantages and are more likely to be promoted within the body of National Education.

It is seen that male teachers are more sexist than female teachers regarding their classroom behavior and their relationship with students. Gender of the student affects the behavior of the male teachers. Both male and female teachers think that coursebooks have a sexist structure. They are of the opinion that they do not treat men and women equally.

**According to Tukey's comparative analysis of Anova test, the perception of social gender changes in relation with age.** As the age increases, perception of social sexism decreases. Young teachers are more aware of the gender discrimination in social structure. Moreover, as the age increases, perception of sexism concerning the practices and values in the classroom increases. Young teachers are less sexist regarding their classroom practices and values.

According to these findings, it is possible to say that schools have reproduced the traditional gender roles. Moreover, these traditional gender roles, which students are already familiar with in their families are reinforced through the coursebooks and applications in the schools. Coursebooks are far away from having gender sensitivity.

It is the education system which seems to be responsible, in the first degree, for the existing difference of sexism concerning men and women. It would be more accurate to criticize the policies of the Ministry of Education for the people who have sexist ideas rather than the individuals who have these ideas because those who graduate are the output of the system. The Ministry of Education immediately should review the books and correct the text and images that cause gender discrimination.

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## İlköğretim Ders Kitaplarında Cinsiyet Ayrımcılığı

### Atıf:

Arslan, H. (2012). Teachers' perceptions of gender discrimination on elementary school coursebooks. *Eğitim Araştırmaları-Eurasian Journal of Educational Research*, 49/A, 311-330.

### (Özet)

#### *Problem Durumu*

Ders kitapları öğrencilerin cinsel davranışları üzerinde ilerideki yıllarda çok büyük etkiye sahiptir. Kitaplardaki metinler ve resimler öğrencilerin zihinlerine kazınır ve öğrencilerin davranışlarını bu yönde şekillendirirler. Ders kitapları daha eşitlikçi sosyal yapının oluşturulmasına yardım edebilir ve cinsiyetçilikle mücadele edebilir. Diğer taraftan, ders kitapları cinsiyetçi modellerin varolmasının devamına ve yenilerinin üretilmesine de hizmet edebilir. Bu bakımdan ders kitaplarında cinsiyet karşıtı bir formatın olması önemlidir. Ders kitaplarıyla ilgili yönetilen bir çok çalışma açıklıyor ki, ders kitapları bir çok açıklamayı ve resmi içinde barındırır. Bunlarda kadın ve erkeklerin eşit olmayan ilişkilerini yansıtır. Bu anlamda, ders kitaplarının içeriği ataerkil ve cinsiyetçi davranışların devam ettirilmesine ve yeniden üretilmesine hizmet eder. Devletlerin eğitim politikası ders kitaplarına yansır ve bu politika kasıtlı veya kasıtsız olarak toplumda cinsiyet ayrımcılığına neden olabilir.

#### *Araştırmanın Amacı*

Bu çalışmanın amacı, ders kitaplarındaki resimlerin cinsiyet eşitliğine uygun olup olmadığının araştırılmasıdır. Bu amaca gerçekleştirmek için, ilköğretim okullarında ders kitaplarında içerik analiz yapıldı ve öğretmenlerin algılarına göre eğitim ortamında ders kitaplarında cinsiyet ayrımcılığının olup olmadığının analiz edildi.

#### *Araştırmanın Yöntemi*

Bu çalışma tarama çalışmasıdır. Daha iyi veri toplayabilmek için, nitel ve nicel araştırma yöntemleri beraber kullanılmıştır. Veriler içerik analizi ve survey kullanılarak toplanmıştır. Çalışmanın ilk bölümünde ilköğretim okullarının birinci devresinde okutulan bütün ders kitapları içerik açısından incelendi. Resimlerdeki kız ve erkek çocuklarının ana karakter veya yan karakter ve çocuklara eşlik edenler cinsiyetlerine göre incelendi. Çalışmanın ikinci kısmında ise, ders kitaplarında cinsiyetçilik olup olmadığını öğrenmek için ilköğretim okulu öğretmenlerinin algılarını içeren bir survey uygulandı. Uygulanan surveyde öğretmenlerin cinsiyetçilikle ilgili algıları beş boyutta incelendi. Bu boyutlar sınıf ortamı, okul ortamı, bürokratik yapı, sosyal yapı ve sosyal ortamdan oluştu. Kırk maddeden oluşan anketin alpha güvenirlik katsayısı .90 olarak bulundu.

#### *Araştırmanın Bulguları*

Ders kitaplarında 4096 resim bulundu. Bu resimlerin 1770'1 kız çocuklarını gösterirken, 2326'1 erkek çocuklarını gösterdiği tesbit edildi. Bu sayısal farklılığın yanında, resimler içerik olarak da farklılık gösterdi. 1926 resimden 718'inde kızlar yalnız gösterilirken, 926'sında erkek çocuğu yalnız gösterildi. 728 kız çocuğu aileleriyle beraber

gösterilirken, 811 erkek çocuğu aileleriyle beraber gösterildi. 117 kız çocuğu resimlerde kadınlarla gösterilirken, 118 erkek çocuğu kadınlarla gösterildi. 79 kız çocuğu erkeklerle gösterilirken, 155 erkek çocuğu erkeklerle gösterildi. Ders kitaplarında büyük oranda cinsiyet ayrımcılığına neden olan resimler bulundu. Erkekler daha fazla yalnız olarak tanımlanıp yönetsel mesleklerle gösterilirken, kızlar genellikle anneleriyle birlikte ev işleriyle uğraşırken gösterildiği bulundu.

Çalışmanın ikinci kademesinde eğitim ortamında cinsiyetçi uygulamaların olup olmadığı araştırmak için, 136 kadın öğretmen ve 105 erkek öğretmene ulaşıldı. Öğretmenler yaş grubuna göre sınıflandırıldığı zaman, 31-40 yaş grubu arasındaki öğretmenlerin daha fazla olduğu görüldü. Öğretmenler yaş gruplarına göre şöyle dağılmaktadırlar: 31-40 yaş arası 103 öğretmen, 20-30 yaş arası 59 öğretmen, 41-50 yaş arası 50 öğretmen ve 51 yaşının üstünde 29 öğretmen. Kadın ve erkek öğretmenlere göre, ilköğretim okullarında sosyal yapıda, Milli Eğitim Bakanlığının yapısında, okul ve sınıf ortamında cinsiyet farklılığının olduğu bulundu. Öğretmenlerin mesleğin ilk yıllarında cinsiyet ayrımcılığına daha fazla duyarlı oldukları ve ilerleyen yıllarda cinsiyetçilikle ilgili duyarlılıklarının azaldığı bulundu. Ayrıca cinsiyetçi uygulamaların uygulanmasının algılanmasında kadın ve erkek öğretmenler arasında anlamlı farklar bulundu. Kadınların erkeklere göre cinsiyetçi uygulamalara daha duyarlı oldukları bulundu.

#### *Tartışma ve Sonuçlar*

İlköğretim okullarındaki ders kitaplarında cinsiyet eşitsizliğiyle ilgili bulgular bulundu. Yapılan araştırmada 28 ders kitabı incelendi. 28 ders kitabından 26'sında erkek ve erkek çocuklarının ağırlıklı olarak resimlendiği bulunurken, yalnızca iki ders kitabının cinsiyet açısından dengeli olduğu bulundu. Yapılan araştırmada resimlerin orantısız dağılımının yanında, içerik açısından da anlamlı farklılıklar olduğu bulundu. Kızlar daha fazla evde resimlenirken, erkek çocukları okulda ve kamu yerlerinde resimlendi. Erkek çocukları kız çocuklarına göre daha fazla yalnız olarak resimlendi. Bunun yanında, kız çocukları evde annelerine yardım etmek, ev işi yapmak ve kadınların yaptığı meslek alanlarında tanımlanırken, erkek resimleri ev işlerinden ziyade yönetsel işlerde çalışırken gösterildi. Erkekler kamu alanlarında daha fazla görünüyorlar. Benzeri sonuçları Arıkan (2005), Swann (2003) ve Singh (1998) de yapmış olduğu araştırmalarda buldu. Bu ev dışında ve evden uzakta olan resimler, bireyin bağımsızlığı, özerkliği, kendine güveni ve cesareti gibi bireysel kimliğin gelişimine katkı sağlamaktadır. Ders kitaplarındaki resimler kız öğrencilerini ev işlerine ve kadınlara ait olan mesleklere yöneltmektedir. Erkek çocuklarına da, kadınlar ev işlerini yapar ve kadınlara ait işlerde çalışır mesajını vermektedir. Resimler aracılığıyla zihinlere kazınan mesajlar, toplumda cinsiyet ayrımcılığına dayanan davranışların çıkmasına neden olabilmektedir. Bugünkü cinsiyetçi davranışların bir kısmının ders kitapları aracılığıyla öğrencilere kazandırıldığı söylenebilir.

Eğitim ortamında cinsiyet ayrımcılığına dayalı olarak öğretmenlerin algılamalarında anlamlı farklar bulundu. Genç öğretmenlerin cinsiyetçiliğe daha fazla duyarlı oldukları bulundu. Öğretmenlerin mesleki deneyimleri arttıkça ders kitaplarındaki ve eğitim ortamındaki cinsiyetçi algıları gittikçe azaldığı bulundu. Milli Eğitimde çalışan kadın ve erkek öğretmenler eğitim ortamında cinsiyetçi uygulamalar konu-

sunda farklı düşünmektedirler. Sınıf ortamındaki, okul ortamındaki ve sosyal yapıdaki uygulamalarda cinsel ayrımcılık algısı kadın ve erkek öğretmenler arasında manidar bulunmuştur.

Milli Eğitim Bakanlığı ders kitaplarındaki cinsiyet eşitsizliği ile ilgili resimleri ve metinleri yeniden düzenlemesi gerekmektedir. Kız ve erkek çocuklarının resimlerinin dengeli dağılmasının yanında, bulunan ortam ve yapılan işinde gözetilmesi gerekmektedir. Bunun yanında, Bakanlık eğitim ortamında cinsiyet ayrımcılığına neden olan uygulamaları ilgili politikalarını yeniden gözden geçirmesi gerekmektedir.

*Anahtar Sözcükler:* Cinsiyet ayrımcılığı, eğitim politikası, eğitim eşitsizliği, ders kitapları, ilköğretim okulları

